



California Department of Education
California School Recognition Program
2006 Distinguished Elementary School
Application Instructions



What's Included: Instructions for Completing the Application
Application Components:

- Cover Page
- Section I
- Section II
- Section III



Available online at
<http://www.cde.ca.gov/ta/sr/cs/>

Due Dates: *Intention to Submit Application* – Monday, November 7, 2005
Application – Postmarked by Wednesday, December 7, 2005

Mail to: Karen Heiner, Awards Unit
California School Recognition Program
California Department of Education
1430 N Street, Suite 4206
Sacramento, CA 95814



Applications
will not be accepted
by e-mail or by fax.

--- OR ---

Deliver to: Lobby - 7:00 a.m. to 5:30 p.m.
California Department of Education
1430 N Street
Sacramento, CA 95814

Web site: <http://www.cde.ca.gov/ta/sr/cs/>

Questions: Awards Unit
916-319-0866

Table of Contents

Intention to Submit Application	1
Application Formatting	1
Downloadable Application	1
Paper, Spacing, and Fonts	1
Space Limitations	1
Graphics	2
Sequence and Pagination.....	2
Submitting the Application	2
Copies	2
Photographs	2
Application Deadline	2
Mailing or Delivering the Application.....	3
Screening of Applications	3
Cover Page.....	3
Section I.....	4
Collaborative Preparation of the Application.....	4
Background and Demographic Data.....	4
Calculating Students Not Yet Proficient.....	4
Directions to Your School	5
Section II.....	5
School Synopsis	5
Section III.....	6
School Programs and Processes Themes.....	6
Quality Statements	6
Attributes of a Strong Response.....	6
Cross-Referencing.....	7
Editing	7

Intention to Submit Application

The *Intention to Submit Application* notification from schools will enable the California Department of Education (CDE) to validate eligibility, marshal program resources based upon the anticipated number of applications, and screen potential competitors for unresolved legal compliance issues or discrimination complaints. Decisions regarding the eligibility of schools with unresolved compliance or complaint issues will be made by CDE on a case-by-case basis.

The *Intention to Submit Application* is an online submission form that is due Monday, November 7, 2005. To access this form, please visit the California School Recognition Program (CSRP) Web site at <http://www.cde.ca.gov/ta/sr/cs/>. You may request a *Confirmation of Receipt* to be printed when your submission is complete.

Application Formatting

Downloadable Application

All sections of the 2006 Distinguished Elementary School Application must be completed using the *Application Fill-In Form* on the CSRP Web site at <http://www.cde.ca.gov/ta/sr/cs/>. The fill-in form must be downloaded and saved to a directory or desktop before data entry begins. The *Application Fill-In Form* is locked so that the question content, font type, font size, and spacing may not be altered. The form contains text and numeric fields that appear as small gray boxes for data entry.

Paper, Spacing, and Fonts

The *Application Fill-in-Form* is formatted for standard 8½" by 11" paper and single spaced, with ¾" margins on right, left, top, and bottom. Modification of font types and sizes will not be accepted. The application should be submitted on white paper. Failure to use this form will result in the application being returned.

Space Limitations

Space limitations for the narrative responses will be strictly enforced. In Section I – Background and Demographic Data in the School Information Section, the narrative responses to questions 3 and 6 are limited to 500 characters each, and question 10 is limited to 1800 characters. In the Student Information Section, the narrative response to question 4 is limited to 400 characters and question 6 is limited to 500 characters. In Section II - School Synopsis, your school's vision statement, strengths, and accomplishments must be summarized into one page. The narrative responses to Section III - School Programs and Processes may not exceed seventeen (17) pages. If space is left on a page after completing your response to one theme, use that space for your response to another theme. If a school adds pages or other attachments beyond those allowed in the application instructions, the additional pages and/or attachments will be removed before the application is evaluated.

Application Instructions

Graphics

It is acceptable and common to include color graphics, charts, photos, etc., within the primary narrative responses to Section III - School Programs and Processes. However, graphic inserts are not allowed in Section I and II.

Sequence and Pagination

Assemble the 2006 Distinguished Elementary School Application as follows:

Cover page	p. 1
Section I:	
Collaborative Preparation of the Application	pp. 2, 2a
Background and Demographic Data	pp. 3, 4, 5, 6, 6a, 7
Directions to Your School	p. 8
Section II:	
School Synopsis	p. 9 (maximum of one page)
Section III:	
School Programs and Processes, Themes 1-9	pp. 10-26 (maximum of 17 pages)

Submitting the Application

Copies

Each school is required to provide eight (8) copies of the entire 2006 Distinguished Elementary School Application, an original printed single-sided and an additional seven (7) copies printed back-to-back. The original and copies must be stapled in the upper left-hand corner and submitted without decorative covers or bindings.

Photographs

Each school must submit four photographs with its application. Each photo should capture the spirit of the school and include the name of the school whenever possible. Schools that are selected for honors will have their photographs included in a media presentation at the Distinguished School Awards Ceremony. We request the following types of photos:

- A photo of the school showing the school name
- A photo of the staff and student body
- Two photos which convey the personality or special qualities of the school

The photographs must be saved in JPEG format and submitted on a re-writable CD. The CD, including the cover, needs to be clearly labeled to identify the county, district, school, a contact person, and daytime phone number.

Application Deadline

The 2006 Distinguished Elementary School Application must be postmarked no later than Wednesday, December 7, 2005. The application will not be accepted by e-mail or by fax.

Mailing or Delivering the Application

We recommend that you send the application package by registered mail, overnight express service, or another method that allows the package to be tracked. The CSRP office will not confirm the receipt of your application. The mailing address is:

Karen Heiner, Awards Unit
California School Recognition Program
California Department of Education
1430 N Street, Suite 4206
Sacramento, CA 95814

For schools that prefer to hand carry their applications to the CDE, applications will be accepted in the lobby on Wednesday, December 7 between the hours of 7:00 a.m. and 5:30 p.m. Driving and parking directions may be found on the CDE Web site at <http://www.cde.ca.gov/re/di/cd/visitingcde.asp>.

Screening of Applications

Applications will be screened for completeness by CSRP staff. If covers, attachments, or additional pages of narrative are submitted beyond those specified, the additional pages and/or attachments will be removed before the evaluators read the application.

Although the CSRP office will not confirm the receipt of your application, we will contact you if the application format is unacceptable. It is extremely important for you to designate a winter break (alternate) contact person and corresponding phone number (different from the school phone number) on the application cover page. As necessary, CDE will resolve problems with applications during winter break by consulting the designated contact person.

Cover Page

The cover page of the application is primarily designated for current school contact information. The 14-digit county-district-school (CDS) code may be found in the *California Public School Directory*. When you include your school name, list your school as it would be announced to the news media and engraved on your award plaque if your school is selected as a California Distinguished School.

Note that the cover page for the application requires the signatures of the principal and the district superintendent (or an authorized designee). The individuals signing the document certify that they have reviewed the content of the application and it is complete and accurate. The signatures also certify that the Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school; that there are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and that the school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

Section I

Collaborative Preparation of the Application

Information about the development of the school narrative and who participated is required on page 2 of the application and is considered in scoring the application. Principals are expected to invite a team of individuals who represent the entire school community—administrators, teachers, other school staff, students, families, business partners, and community representatives—to participate in the preparation of the application.

If your school is selected as a statewide nominee, you should be prepared to invite a representative sample of the people listed on this page to be interviewed by the site visit review team in order to validate the application.

Background and Demographic Data

This section of the application is designed to provide the evaluator with accurate, up-to-date information about your school and the community it serves. The background and demographic data include geographic location (urban, rural, etc.); school facilities; numbers of classrooms, administrators, teachers, and students; special school recognition; the ethnic composition of your student population and languages spoken; students receiving special education services; students not yet proficient; and student discipline data.

Note that Section I of the application directs you to provide information based on current year data. In many instances, the scoring rubric specifically refers the application evaluators to this demographic data. This information will provide the application evaluator with a comprehensive context in which to score the narrative description of your school's learning environment and educational programs. A school will not be "penalized" if there are no, or very few, English learners or other special needs students present. Clearly describe your situation for the evaluator so there are no misunderstandings.

Calculating Students Not Yet Proficient

To calculate students "Not Yet Proficient" in Question 5 on page 7:

1. Go to <http://www.cde.ca.gov/ta/ac/ay/>.
2. In the "AYP and APR Reports" section, select "Reports."
3. On the "AYP Reports" page, select "School Level Reports."
4. Enter your school name and click "Submit."
5. From the "Select Agency" drop-down box, select your school name.
6. Select "2005 Accountability Progress Report" and click "Submit."
7. On your "2005 Accountability Progress Report" in the AYP section, select "Report."
8. Locate the "Percent Proficient – Annual Measurable Objectives (AMOs)" section.
9. To calculate the "Schoolwide" percent of students not yet proficient in English-Language Arts and Mathematics:
 - a. In the "English-Language Arts" section of the AYP Report:
 - i. Locate the intersection of the "Schoolwide" row and the "Percent At or Above Proficient" column.
 - ii. Subtract the number in the "Percent At or Above Proficient" column from 100 to get the percent "Not Yet Proficient."

- iii. Record this percent “Not Yet Proficient” in the “English-Language Arts Not Yet Proficient” column on page 7 of the distinguished school application.
 - b. In the “Mathematics” section of the AYP Report:
 - i. Locate the intersection of the “Schoolwide” row and the “Percent At or Above Proficient” column.
 - ii. Subtract the number in the “Percent At or Above Proficient” column from 100 to get the percent “Not Yet Proficient.”
 - iii. Record this percent “Not Yet Proficient” in the “Mathematics Not Yet Proficient” column on page 7 of the distinguished school application.
10. To calculate the percent of students not yet proficient in English-Language Arts and Mathematics for each numerically significant subgroup (“African-American or Black” through “Students with Disabilities”), apply the above principles for “Schoolwide” identification presented in 9a and 9b.

Directions to Your School

The application requests that you provide travel directions to your school to be used by the site visit review team members if your school is selected as a statewide nominee. The site visit team will be scheduled by your county office of education and will typically include a combination of county office staff and educators from counties or school districts other than your own.

Section II

School Synopsis

Replace the text in the fill-in fields for “School Name,” “School Vision Statement,” and “School Synopsis Narrative” with your school’s name, vision statement, and synopsis narrative. Limit your summary to one page.

In the narrative, provide a brief, colorful description of your school that will highlight the main topics in Section III - School Programs and Processes. Summarize your school’s strengths and accomplishments, focusing on what makes your school a unique and successful place. Omit testimonials about how much your school deserves the award. The evaluators will not rate this summary, but it will provide them with important background information for understanding your school.

Use the space available for this section wisely, as you would for a news release. Please be sure that there are no typographical mistakes or grammatical errors. If your school is selected for honors, your School Synopsis will be made available to the news media upon request.

Section III

School Programs and Processes Themes

The overall framework of selection criteria for the California School Recognition Program is contained in the scoring rubric. The criteria are organized into the following nine themes:

1. *Vision, Leadership, and School Planning*
2. *Standards and Assessment (double weighted)*
3. *Curriculum*
4. *Instructional Practices*
5. *Professional Development*
6. *Instructional Leadership, Support, and Collaboration*
7. *Student Support Services*
8. *Safe and Healthy Schools and Coordinated Health Services*
9. *School Culture and Engaging the School Community*

Quality Statements

Each of the nine themes in the scoring rubric presents quality statements that will be used by the evaluators when scoring the responses to the themes. The main focus of the theme is captured by an overarching question. Discussion questions precede the quality statements within each theme. It is critical that as each theme of the application is being addressed, the corresponding quality statements be reviewed carefully.

One reason for low scoring applications is that narrative responses are solely based upon the discussion questions. High scoring applications reflect comprehensive responses based upon the quality statements.

Attributes of a Strong Response

The application should accurately describe your school and the community it serves and reflect the school demographics in Section I. All of this information will be subject to validation during a site visit if your school is selected as a statewide nominee.

In order to receive a high score, it is important to make sure that the quality statements for each of the nine themes of the scoring rubric are addressed. For each theme, specific examples and evidence should be included to support your responses. That is, provide a vivid, illustrative example or description for the evaluator in order to communicate a “picture” of what happens at your school, how and why, who is involved, etc. Avoid generalized statements such as “we do that.” Restating the language in the rubric or including generalized statements will result in a rating of “two” on the four-point rubric.

Keep in mind that quantitative data always strengthen responses—“Last school year, our volunteer logs documented that over 60,000 hours were volunteered by families and community members. Volunteer activities included x, y, and z” presents far more information than “There is a high level of parent involvement.”

Cross-Referencing

The school's writing team will decide how much space to allocate for each of the nine themes within the overall limitation of 17 pages for Section III of the application. In order to make maximum use of limited space, you need not repeat the same information for different themes. Because many of the areas of discussion are related and impact each other, we recommend that you cross-reference to conserve space and avoid repetition. However, you should address the theme clearly before referring to additional information in related themes and specify the location of related evidence for the evaluator. Evaluators prefer to spend a minimum amount of time "searching" through an application for evidence not directly contained in a response or reference.

Editing

A competitive application process, by nature, gives preference to a clear and concise writing style. It is strongly recommended that one person with superior writing skills edit the application, with input from representative groups within the school community. There must be schoolwide input, written by a collaborative group, but the final application should speak to the evaluator with a "single voice." The quality of the written presentation influences the evaluators' assessments. Therefore, it is important to designate a competent editor to assist with the final document.

The principal of each school is responsible for ensuring the accuracy and completeness of the final document. The principal should personally ensure that:

1. Each of the nine themes of the scoring rubric have been fully and accurately addressed.
2. Formatting of the application complies with the technical specifications.
3. Photocopying has not resulted in missing or non-sequential pages.
4. Four photographs have been selected and saved in JPEG format to a re-writable CD.
5. Shipment of all eight copies of the application and the CD of school photographs occurs according to the application deadline.



California Department of Education
California School Recognition Program
2006 Distinguished Elementary School Application



CDS Code

County Name

District Name

School Name *(If your school is selected for honors, this school name will be engraved on the award plaque.)*

Mailing Address

City & Zip Code

Area Code & Phone Number Ext.

Area Code & Fax Number

Principal's E-mail Address

Winter Break (Alternate) Contact Name

Area Code & Phone Number Ext.



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school.*
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses.*
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Principal's Name

Principal's Signature Date

District Superintendent's Name

District Superintendent's Signature Date
(or authorized designee)

Section I – Collaborative Preparation of the Application

Representatives of all relevant stakeholder groups (including administrators, teachers, other school staff, students, families, business partners, and community representatives) should be involved in the preparation of the application. Include the individuals and their titles, listing the primary author/editor first. If necessary, add an additional page and label your attachment “2a.”

[illegible]

If your school is selected to receive a site visit, the review team will expect some of these school and community members to participate in site visit interviews and to be familiar with the content of the application.

Section I – Background and Demographic Data

District Information

1. Total number of students (K-12) enrolled in the district: _____
2. Number of schools in the district:
Elementary _____ Middle _____ High _____ Other _____ Total _____

School Information

1. Total school enrollment: _____
2. Which category best describes where your school is located?
☐ Urban ☐ Suburban ☐ Rural
3. When was your school built? _____
Date(s) of any major renovation or improvements: _____
Briefly describe the nature of the most recent renovation or improvement(s).
(Response limited to 500 characters)
4. What is your school calendar? ☐ Traditional ☐ Year-round ☐ Modified
5. Is your school a charter school? ☐ Yes ☐ No
6. Is your school a magnet school? ☐ Yes ☐ No

If yes, indicate the percent of your magnet school's student population coming from outside the school's traditional attendance area. _____ %

Briefly describe the nature of your magnet school's student population.
(Response limited to 500 characters)

Section I – Background and Demographic Data

7. Number of classroom/program spaces:

Regular _____	Reading center _____
Science lab _____	English learner resource center _____
Computer lab _____	Special Day Class _____
Art, drama, or music _____	Resource Specialist Program _____
Library/media center _____	Other (<i>specify</i>) _____
	Total _____

8. Number of years current administrative leadership staff have been at your school:

Principal _____ Assistant or Vice Principal _____ Other _____

9. Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	_____	_____
Classroom teachers (Credentialed)	_____	_____
Classroom teachers (Emergency Credential)	_____	_____
Resource teacher/specialists (Credentialed)	_____	_____
Resource teacher/specialists (Emergency Credential)	_____	_____
Counselors	_____	_____
Credentialed librarians	_____	_____
Nurses	_____	_____
Psychologists	_____	_____
Technology/media specialists or technicians	_____	_____
Paraprofessionals:		
Classroom assistants	_____	_____
Health care employees	_____	_____
Library clerks	_____	_____
Other paraprofessionals (<i>specify</i>) _____	_____	_____
Support staff (security, maintenance, cooks, and other classified employees)	_____	_____
Other staff (<i>specify</i>) _____	_____	_____
Total staff	_____	_____

Section I – Background and Demographic Data

10. Describe any research projects, grant awards, articles, and special awards, including California Distinguished School and National Blue Ribbon School honors, of which your school has been the subject or recipient in the last five years.

(Response limited to 1800 characters)

Student Information

1. Number of students currently enrolled at each grade level:

Pre-K	_____	K	_____	1 st	_____	2 nd	_____	3 rd	_____
4 th	_____	5 th	_____	6 th	_____	7 th	_____	8 th	_____
								Total	_____

2. Percent of students by racial/ethnic group based on current year data:

American Indian or Alaska Native	_____ %	Hispanic	_____ %
Asian	_____ %	Black (not Hispanic)	_____ %
Pacific Islander	_____ %	White (not Hispanic)	_____ %
Filipino	_____ %	Multiple or no responses	_____ %
		Total	<u>100.0</u> %

Section I – Background and Demographic Data

3. Languages spoken and number of English learners (EL) and redesignated fluent-English-proficient (R-FEP) students for each language based on current year data. If necessary, attach an additional page and label your attachment as page “6a.”

<u>Primary Language</u>	<u>Total Number of Students</u>	<u>Number of EL Students</u>	<u>Number of R-FEP Students</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Percent of students enrolled in English-language instruction programs:

Structured English learner immersion _____%

Alternative instruction (parental waiver) _____%

English language mainstream (parental request) _____%

Other English-language instruction programs _____%

4. Number of students with disabilities receiving special education services:

Number of students served _____ Percent of student population _____%

Percent of students enrolled in special education programs:

Resource Specialist Program _____% Special Day Class _____% Other _____%

If there are special education students (with IEPs) who attend your school from other areas within the district or county, if your special education students are served at another site, or if there are any other special circumstances, please provide a brief explanation. Include reference to this issue in your response in Section III.

(Response limited to 400 characters)

Section I – Background and Demographic Data

5. Percent of students “Not Yet Proficient” based on the August 2005 *Accountability Progress Report* (APR). Please refer to the “Application Instructions” for directions.

	English-Language Arts <u>Not Yet Proficient</u>	Mathematics <u>Not Yet Proficient</u>
Schoolwide	_____ %	_____ %
Numerically significant subgroups		
_____	_____ %	_____ %
_____	_____ %	_____ %
_____	_____ %	_____ %
_____	_____ %	_____ %
_____	_____ %	_____ %
_____	_____ %	_____ %
_____	_____ %	_____ %

6. Number of students suspended and expelled for the 2004-05 school year:

	<u>In-School</u>	<u>Out-of-School</u>	<u>Total</u>
Students suspended	_____	_____	_____
Students expelled			_____

Provide a brief description of how your school’s suspension/expulsion policies provide interventions for students to improve and succeed. Include reference to this information in your response to Theme 7 - Support for Student Learning: Student Support Services.

(Response limited to 500 characters)

Section I – Directions to Your School

If your school is selected to receive a site visit, the review team members will need directions to your school.

County

District

School

Street Address

City & Zip Code

Principal

Area Code & Phone Number

Ext.

Name and Location of the Nearest Airport

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

(Response limited to this page)

Section II – School Synopsis

(School Name)

(School Vision Statement)

(School Synopsis Narrative - limited to this page)

Section III – School Programs and Processes

Theme 1 – Standards, Assessment, and Accountability: Vision, Leadership, and School Planning

How does your school focus on meeting the needs of all students, including those not yet proficient, and carefully monitor the effectiveness of all school programs?

- 1.1 How does your school's vision frame the decisions that are made at your site?
- 1.2 How does school leadership facilitate and coordinate the implementation of school programs?
- 1.3 How does the school plan address the needs of all students?
- 1.4 How is assessment information used to monitor the effectiveness of all school programs?
- 1.5 How does the school prepare students for middle school and beyond?
- 1.6 How are parents/guardians and community members meaningfully informed about the effectiveness of the school?

(Response for Theme 1)

Theme 2 – Standards, Assessment, and Accountability: Standards and Assessment

How is student assessment organized as a system and how does student assessment frame instruction for all students, including those not yet proficient?

- 2.1 How does the assessment system serve to effectively monitor and evaluate student achievement?
- 2.2 How are students in need of additional academic support assessed appropriately and regularly?
- 2.3 How is student progress toward the achievement of state standards used as the basis for instructional decisions?
- 2.4 How do students know what is expected to meet grade-level standards and to achieve at the proficient level?
- 2.5 How do parents/guardians receive information about their children's progress?

(Response for Theme 2)

Theme 3 – Academic Excellence: Curriculum

How is curriculum selected and how is it focused on meeting the needs of all students, including those not yet proficient?

- 3.1 How is a balanced, comprehensive, standards-aligned core curriculum provided to *all* students?
- 3.2 How is curriculum enhanced for students in need of additional academic support?
- 3.3 How does the library media program support the teaching and learning of *all* students?
- 3.4 How does the technology program support the teaching and learning of *all* students?

(Response for Theme 3)

Theme 4 – Academic Excellence: Instructional Practices

How are instructional practices informed by student assessment and focused on meeting the needs of all students, including those who are not yet proficient?

- 4.1 How are *all* students provided with opportunities to meet rigorous standards?

Section III – School Programs and Processes

- 4.2 How do teachers use a variety of instructional strategies to meet the needs of *all* students?
- 4.3 How is appropriate instruction provided to meet the academic and language needs of English learners?
- 4.4 How is appropriate instruction provided to meet the needs of students with disabilities and those with health issues?
- 4.5 How do administrators, teachers, and specialists ensure that the instructional program is delivered consistently over time?

(Response for Theme 4)

Theme 5 – Academic Excellence: Professional Development

How is professional development organized as a system and how does student assessment frame the professional development of all staff to focus on improving the achievement of all students, including those not yet proficient?

- 5.1 How does the school/district plan for long-range professional development to ensure that *all* students reach proficient levels in core academic areas?
- 5.2 How does the school ensure that all certificated and classified staff participate in high quality professional development activities?
- 5.3 How does the school monitor the effectiveness of professional development activities?

(Response for Theme 5)

Theme 6 – Academic Excellence: Instructional Leadership, Support, and Collaboration

How does the school promote a system of continuous peer support for educators and provide for all students to be taught by highly qualified staff?

- 6.1 How does the school promote instructional leadership and provide support for teachers throughout their careers?
- 6.2 How does the school support new teachers?
- 6.3 How does the school provide a system of regular and frequent collaboration?

(Response for Theme 6)

Theme 7 – Support for Student Learning: Student Support Services

How do student support services focus on the success of all students, including those who are not yet proficient?

- 7.1 How does the school ensure that *all* students have access to student support services to maximize academic achievement?
- 7.2 How does the school effectively identify and support students in need of support services?
- 7.3 How are students and families supported as they transition from preschool, from grade to grade, and to middle school?

(Response for Theme 7)

Theme 8 – Support for Student Learning: Safe and Healthy Schools and Coordinated Health Services

Section III – School Programs and Processes

How does the school focus on the health and well-being of all students to maximize academic achievement?

- 8.1 How do programs effectively meet the needs of all students regarding safety, health, nutrition, and well-being?
- 8.2 How does the school effectively promote socially appropriate behavior and positive relationships?
- 8.3 How does the school provide students and families with access to comprehensive health services?

(Response for Theme 8)

Theme 9 – Support for Student Learning: School Culture and Engaging the School Community

How does the culture of the school actively promote the schoolwide vision of academic success for all students, including those who are not yet proficient, and purposefully engage parents and other community members in the implementation of the vision?

- 9.1 How does the culture of your school support the school's vision?
- 9.2 How does the school ensure that *all* students are connected to the school and community?
- 9.3 How does the school demonstrate a comprehensive understanding of the community it serves?
- 9.4 How does the school promote two-way communication with families and community members?
- 9.5 How does the school ensure that community members are involved and contribute to the success of the school?
- 9.6 How does the school facility demonstrate the value placed on the students' houses?

(Response for Theme 9)